

Speaker biographies

Thursday 21st July

Heidi Ashton

University of Leicester

Tell it like it is: education and employer engagement; freelance and self-employment

Heidi's initial career was as a professional, freelance dancer and choreographer. During her career she studied by distance learning before completing her PhD at the University of Leicester where she has remained for the last 8 years, predominantly at the Centre for Labour Market Studies. Her research is interdisciplinary drawing on both sociology and psychology to explore issues relating to labour markets within the creative interests and freelance work in particular.

Miriam Avorin

Linköping University, Department of Social and Welfare Studies, Sweden

What does academia have to say about NEETs?

M.A. Miriam Avorin, born in Stockholm 1979 and has lived and worked in different countries, such as Germany, Austria and Italy. Currently employed by Linköping University in Sweden as a PhD-student in Social Work at the [Department of Social and Welfare Studies](#). Masters of Art degree majoring in Political Science from Örebro University, Sweden. Prior employment include journalism, editor-in-chief for an online newspaper, working with offline marketing (TV-commercial analysis mainly), and Executive Assistant. Previous publications include a policy paper commissioned by International IDEA with the title "[The Role of the State and Democracy Building in the Arab World](#)". Contact: miriam.avorin@liu.se

Rafael Balparda Pilar

San José de Calasanz VET School, Spain

Companies as an active part of the evaluation of entrepreneurial skills

Rafael holds a degree in economics and is currently leads on Job Orientation in *San José de Calasanz VET School* (www.sjcalasanz.com). Rafael has more than 20 years as a VET teacher and as a Training Coordinator of Workplaces for over 15 years. Rafael has been responsible for the employment guidance and entrepreneurship of the school for 10 years, whilst also being Head of International Programs. Rafael has been highly commended for his work, and was recently awarded prizes for good practice and quality and innovation in vocational guidance. Prior to this conference, Rafael has contributed on other international stages for the OECD and CEDEFOP.

Susie Bamford

National Foundation for Educational Research

Young People's Transitions: how employers make a difference

Susie Bamford is a quantitative researcher in the Centre for Evaluation and Consultancy at NFER. She is a chartered psychologist and has a PhD in experimental psychology from Bangor University. She has worked on a number of projects significant to education ranging from assessing the best educational environments for children of different abilities, to designing, implementing, and assessing behavioural interventions to promote healthy eating in primary school children. More

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recently she worked on a longitudinal project on [NEET](#) prevention assessing interventions designed to keep young people engaged in learning (McCrone and Bamford, 2016).

Paul Bocji

Aston University

Technology and the Ability to Learn through Failure: A Virtual Business Enterprise Team

Paul Bocji is a Senior Teaching Fellow at Aston Business School, specialising in information systems, e-business and ICT. He has more than 30 years of industry experience and has worked for more than 200 clients as a consultant, systems developer and commercial trainer. He is also a Chartered IT Practitioner (CITP) and a Member of the British Computer Society (MBCS). Paul is the author of more than 20 books related to technology, including several bestselling titles. In addition, he is one of the authors of *Business Information Systems*, one of the UK's leading undergraduate text books.

Andrew Boer

Edge Hotel School

The delivery of an industry engaged learning strategy in Higher Education: Issues and benefits for both parties

Prior to becoming Principal of the Edge Hotel School, Andrew Boer was Associate Dean in the School of Tourism at Bournemouth University, responsible for the Hospitality and Retail Group. Andrew also spent time as Head of Partnerships and International Development at Bournemouth, where he developed relationships with many hotel schools across the world.

The Edge Hotel School, which Andrew leads, provides an innovative and distinctive approach to Higher Education as it not only allows students to undertake their undergraduate degree in an intensive two year period, but also requires students to work within a fully commercial 4 star hotel as part of their assessed curriculum.

Stijn Broecke

OECD

Skills and wage inequality

Stijn Broecke is a Labour Market Economist in the Directorate for Employment, Labour and Social Affairs at the OECD, as well as a Research Fellow at IZA, Bonn. He holds an MPhil in Development Studies from the University of Cambridge and a PhD in Economics from Royal Holloway, University of London. He has 15 years' experience working in government (Mozambique Ministry of Health, UK Civil Service) and international organisations (African Development Bank and OECD). During this time, he has worked on a wide range of topics, including: health, pensions, child poverty, higher education, youth employment, minimum wages and skills.

Oliver Brown

Wivenhoe House

The delivery of an industry engaged learning strategy in Higher Education: Issues and benefits for both parties

Oliver Brown has been the General Manager of Wivenhoe House since September 2014. He decided to follow in the family tradition of managing hotels and, following his completion of an HND, he went to work in the Ritz hotel in London followed by a period in the Dorchester Hotel on Park Lane. His first hotel manager's role was running a 27 bedroom hotel in Bloomsbury and then

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progressed to a 43 bedroom hotel in Warwick Avenue, before joining Hilton and thereafter the Carlton Tower Hotel. He was an Acorn Award Winner in 2001 (an award identifying young hospitality professionals) and in 2004 was awarded with a Master Innholder's Scholarship and attended Cranfield's Developing General Management Potential.

Tom Bulman

Worktree

Engaging employers sustainably through one-hour 'Career WorkOut'

Tom Bulman taught English for five years at an inner-London secondary school where he set up a business mentoring scheme and evaluated its impact for an MA in School Improvement. He then began developing and delivering employability education and training activities for charity Worktree in Milton Keynes, including a work-based 'school without walls' for excluded teenagers. With funding from UK government research scholarships, Tom has visited the Netherlands, Germany, USA and Australia, to observe and advise on employer engagement in education. Since 2013 he has travelled to Uganda, China and India to deliver Employability Now training and train-the-trainer workshops.

Berna Bridge

Deniz College, Turkey

Aspects of Employer Engagement in Education in Turkey

Berna has authored 16 books, all on education and leadership, written and published in Turkish. Berna was a lecturer in IZTECH, Turkey, lecturing "Professional Ethics" and "Leadership and Management" between 2000-2015. Berna was also the Founder and Director of Deniz College, Izmir, Turkey, between 1992-2016. Additionally, Berna has hosted TV shows and have written columns in 2 newspapers and 2 magazines on educational issues in Turkey, since 2000. Berna holds a degree in electronic engineering from the University of Liverpool, a PGCE, an MBA (with distinction) and Doctorate on "Educational Leadership and Management" from Leicester University. Berna has worked in Turkey for 34 years, but moved back to the UK in June 2016.

Neil Burke

Youth Focus North East

Exploring employer perceptions of open badges in supporting young unemployed people into education, employment or Training

Neil Burke is a Regional Development Officer for Youth Focus: North East. Neil's responsibilities are to manage, coordinate, develop and deliver a number of programmes aimed at supporting young people across the North East. Neil was employed by the Youth Focus: North East in 2008 where he was appointed as a young coordinator to develop and facilitate a Youth Advisory Board to the North East's 14 – 19 Educational Committee. Since this Neil has gone on to manage youth programmes within arts and culture, youth employment and education and has a range of experience in developing training programmes; peer education, youth participation, youth engagement and pre-employability. Neil currently holds a BA (Hons) in Community and Youth Work, a CMI Level 5 in Management and Leadership and will start an MA in Management and Leadership at Northumbria University in September 2016.

Jill Collins

Sheffield Hallam University

A military approach to inclusive work experience activity: Bespoke STEM placements

Jill has worked on a variety of projects since joining the Women in Science, Engineering and Technology team at Sheffield Hallam University in 2004. Specialising in creating inclusive work experience placements in STEM, Jill has created careers education materials and delivered career development training for teachers. Working with schools, employers, careers organisations and external clients, Jill has developed a range of programmes and projects to promote inclusive practice. Jill represents England on the Career Development Institute (CDI) Council, is a member of the CREST Stakeholder Group at the British Science Association and on the Programme Leadership Team of Career Ready.

Paul Comyn

International Labour Organisation (ILO), Skills and Employability Branch, Employment Policy Department, Switzerland

Employer engagement in skills development and skills utilisation: Recent research and examples of technical cooperation in developing countries

Paul Comyn has over 25 years experience in TVET and skills development as a technical specialist and consultant in the public and private sectors across a wide range of industries. He has international experience in a number of countries including Australia, New Zealand, China, India, Pakistan, Papua New Guinea, Fiji, Nepal, Sri Lanka, Afghanistan and Bangladesh. He has a PhD in vocational education and training policy and has authored various journal articles and book chapters. His interests include skills policies and industry engagement in skills development. He has worked for the ILO for the past seven years and has recently transferred to Geneva after five years based in New Delhi as the Senior Skills Specialist for South Asia.

Patrick Craven

City & Guilds of London Institute

Making Apprenticeships Work: Employer Engagement in Developing the Quality Apprenticeships Model

Patrick has over 25 years experience in the field of assessment design and educational technology. From the design of educational resources with the Microelectronics Support Unit, National Council for Educational Technology and BECTa to running of post-sales technology support departments for KRCS (Apple Computer reseller), his career has always addressed the fusion of education and new technologies. For the last 15 years this work has focused on the specific field of learning and assessment technology research and development for the RSA Examinations Board, OCR Examinations, Cambridge Assessment Group and now he leads on Policy, Product Research and Design for City & Guilds. This role considers the growing impact of Policy and new technologies on the learning and assessment industry. It also identifies initiatives to enable City & Guilds to develop and extend the range and quality of learning and assessment products and services they offer. Throughout this period he has remained committed to the notion of 'fit for purpose' assessment based on evidence-based research. Patrick currently sits on the Board of the e-Assessment

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Association and the UK eAssessment Advisory Group and is a member of the planning committee for the Computer-Assisted Assessment Conference and European ATP Conference.

Glynis Dean

The Royal Air Force

A military approach to inclusive work experience activity: bespoke STEM placements

Ivan Diego

Valnalon, Spain

VET schools as entrepreneurial hubs: A model

& Companies as an active part of the evaluation of entrepreneurial skills

Iván Diego is currently holding the position of Project Manager at Valnalon, a government agency commissioned to implement the regional Entrepreneurship Action Plan in Asturias (Spain). His main research interests are critical theory of entrepreneurship and enterprise education in particular, with a special focus in the politics associated with it and issues related with processes of transfer, appropriation and reactions to prevailing discourse among the teaching community and society as a whole.

Mahmoud Emira

City & Guilds of London Institute

Preparing young people for employment and further study: Employer engagement in the City & Guilds TechBac®

Dr Mahmoud Emira is a Research Manager at City & Guilds of London Institute. He has extensive experience in project direction and management and qualitative and quantitative research. He has a wide range of research interests including educational leadership, educational assessment, educational policy, disability and inclusion and he published in all these research topics. He was commissioned by the Leadership Foundation for Higher Education to lead a project around leadership and disability and was awarded the Society for Education and Training and the Higher Education Academy Fellowships. He gained his doctorate from the University of Exeter in 2008.

Simon Field

OECD

Between two worlds: Education and work

Simon Field is an expert on the comparative analysis of vocational education and training (VET) systems. As leader of the OECD's flagship programme of work on VET over a decade he led and delivered reviews of policy in more than 30 countries throughout the world, and was the lead author of the OECD's two main publications on VET policy (*Skills beyond School* and *Learning for Jobs*) as well as many individual country reviews. He also led the OECD's work on equity in education, and was the lead author of the OECD's report on this topic – *No More Failures: ten steps to equity in education*. He has also led recent reviews of education policy in the Netherlands and Greece. He left the OECD in summer 2016, and is currently working on studies of the education system of Costa Rica and the apprenticeship system in England. He holds a Ph. D. in philosophy and social policy from the University of Cambridge and an M. Sc. in Economics from Birkbeck College London. He was born and brought up in Belfast in Northern Ireland.

Shalena Fokeera-Wahedally

Mauritius Examinations Syndicate, Mauritias

Building bridges between schools and industry: The Mauritian Experience

Shalena Fokeera-Wahedally is a Research & Development officer at the Mauritius Examinations Syndicate. She has been in this post for the past ten years. With a PhD in Science, more precisely in the field of marine science, she is an experienced member of the department responsible for Science assessment at the national level. She is also involved in the development of syllabuses and in the introduction of new qualifications. Her job consists mainly of advising the Ministry and implementing the government's policies in the field of education and assessment. Her main activities are question paper setting at different levels, the development of new modes of assessment, training of teachers and implementing the educational reforms. During the past few years, she has been active in bringing the HSC Professional qualification to the educational landscape in Mauritius. Shalena is married and has three sons. She loves going out with friends and family, reading modern crime fictions and biographies, watching movies and having fun.

Lynn Gambin

Institute for Employment Research (IER), University of Warwick

Aligning school to work: Assessing the impact of employer engagement with schools in assisting young people make the transition from school to work

Lynn Gambin, PhD, is an economist currently based at the University of Warwick Institute for Employment Research (IER). Since joining IER in 2006, Lynn has led a programme of research on vocational education and training and on methodological approaches to assessing the rates of return that accrue to individuals obtaining various qualifications. She has conducted a variety of studies that examine relationship between education and training systems and labour markets, including research into employability of Higher Education students. From 1 August 2016, Lynn will be based at the Department of Economics at Memorial University of Newfoundland, Canada.

Chris Gledhill

PDMS Ltd

Being Smart about Employer Engagement

Educated at Manchester University and Cranfield Institute of Technology, Chris set up his own software development company in 1993. Today PDMS has over 80 employees with Chris at the helm as Managing Director. Passionate about education and skills, Chris is a director and long term supporter of Junior Achievement at both a Local and European level. Chris is involved in the Isle of Man Employability Group and the Isle of Man Chamber of Commerce IT Committee. He is also Chairman of the Manx ICT Association spearheading a new apprenticeship programme and has served as an SME representative on the Public Services Board of TechUK.

Francis Green

UCL Institute of Education

The changing graduate labour market: Analysis using a new indication of graduate jobs

Francis Green is Professor of Work and Education Economics at the [LLAKES](#) Centre and at the [Centre for Global Higher Education](#), UCL Institute of Education. His research focuses on skills, education, training, work quality and industrial relations issues. He is the author of "Skills and Skilled Work. An

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Economic and Social Analysis", Oxford University Press (2013), nine other books, and more than a hundred papers in academic journals. He also works frequently as an expert advisor on skills, job quality and related issues to the OECD, the European Union, and the World Bank, and to the UK and Singapore governments.

David Harbourne

Edge Foundation

Ten years of research by the Edge Foundation

David Harbourne is Director of Policy and Research at the Edge Foundation, an independent education charity which champions technical, practical and vocational learning. He was involved in the design, delivery and inspection of National Occupational Standards, NVQs and Modern Apprenticeships in the 1990s, before returning to his home county of North Yorkshire to run the Training and Enterprise Council and later, the local Learning and Skills Council. He first worked for Edge in 2005 as a freelance consultant, and has led the Foundation's research programme since 2007.

Golo Henseke

UCL Institute of Education

The Changing Graduate Labour Market: Analysis Using a New Indication of Graduate Jobs

Dr Golo Henseke is an Applied Economist specialised in Labour and Education Economics. He currently holds a position as a research officer at the LLAKES research centre at the UCL Institute of Education. His research interest cover skills developments over the life course, labour market outcomes and wellbeing. After graduating in Economics from the University of Rostock (Germany), he completed a PhD in 2011 on labor market consequences and challenges of demographic change. At LLAKES he works together with Professor Francis Green on a range of issues around the massification of higher education and the economic gains from private schooling.

John Higton

CFE Research

The potential market for higher and degree apprenticeships

John has researched skills, employment issues and education since the turn of the century. He has a strong policy research and evaluation record in workplace training, apprenticeships, further and higher education, business productivity and employer regulation and compliance. He has particular research interests in vocational training and has led numerous government studies on the development of apprenticeships, including a current study on the long-term impact of policy reform. Prior to joining CFE Research in October 2014, John spent seven years at Ipsos MORI. John has an MSC in Geographical Information Systems from Salford University.

Ann Hodgson

UCL Institute of Education

Future apprenticeships: The important role of 'mediators' at the local/regional level

Ann Hodgson worked as a teacher, lecturer, LEA adviser, editor and civil servant, before joining the UCL Institute of Education, University of London in 1993, where she is now a Professor of Post-Compulsory Education and Co-director of the Centre for Post-14 Education and Work. She currently directs a number of international, national, local and London-related projects that focus on the

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relationship between young people, the post-compulsory education system and employment. Ann has published widely in a variety of forms on topics related to post-14 policy, vocational education and training, lifelong learning and curriculum and qualifications reform and has 11 doctoral students who are researching with her in these areas. Her most recent book is *The Coming of Age for FE? Reflections on the past and future role of further education colleges in the UK*, which was published in May 2015.

Terence Hogarth

Fondazione Giacomo Brodolini (FGB)

Aligning School to Work: Assessing the Impact of Employer Engagement with Schools in Assisting Young People Make the Transition from School to Work

Terence Hogarth is based at Fondazione Giacomo Brodolini (FGB) in Brussels. Prior to joining FGB, he was based at the University of Warwick Institute for Employment Research (IER) where he led a programme of research on the costs and benefits of related to employers and individuals' investments in skills. Since the mid-1990s, Terence has directed the Net Costs of Training to Employers series of studies that have been periodically undertaken in England. He has also conducted a variety of studies looking at vocational education and training systems across Europe and on the returns to training from the perspectives of employers and individuals.

Prue Huddleston

University of Warwick and University of Oxford

'In the driving seat', or reluctant passengers? Employer engagement in qualifications development: Some evidence from two recent 14-19 qualification reforms

& Tell it like it is: Education and employer engagement; freelance and self-employment

Prue Huddleston is Emeritus Professor and formerly Director of the Centre for Education and Industry, at the University of Warwick; her research interests include: 14-19 curriculum, focusing on vocational education and qualifications and work-related learning; assessment in vocational and practical learning. She has published widely on vocational learning and applied pedagogy. Before joining the University, she worked within the FE sector, as a teacher and manager, also within community and outreach education. She has been involved in postgraduate teacher training for over 20 years. She is an Editorial Board member of the Journal of Vocational Education and Training.

Deirdre Hughes

Institute of Employment Research, University of Warwick

LMI: Myths and Realities

& An international literature review: Careers education

Dr Deirdre Hughes, OBE, is Principal Research Fellow at the University of Warwick, Institute for Employment Research (IER) specialising in careers policies, research and practice at an international, national and regional level. She has recently co-authored an international literature review on careers education, sponsored by the Education Endowment Foundation and Bank of America Merrill Lynch. Deirdre was a Commissioner at the UK Commission for Employment & Skills (July 2011 – September 2015) reporting directly to Ministers across the UK. She was Chair of the National Careers Council in England, (May 2012 – September 2014). She is a leading EU and international expert in quality assurance and evidence-based policies and practices in careers work. She is currently working with European Public Employment Services on career coaching, labour market information and the

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use of ICT (2014-2018). She is also Chair of the Core Maths Support Programme Senior Advisory Board (Promotions) and Chair of the UK Independent Quality and Governance Board for the matrix quality standard. Visit: <http://www2.warwick.ac.uk/fac/soc/ier/people/dhughes/>

Steven Jones

University of Manchester

How access to the medical profession is conceptualised by key stakeholders: Evidence from a case study of NHS 'work tasters'

Dr Steven Jones is a Senior Lecturer at the Manchester Institute of Education, which is part of The University of Manchester. He runs the university's PG Cert in Higher Education (HE) and conducts research into policy and practice in post-compulsory education. Steven has recently co-authored reports for the Sutton Trust, the Joseph Rowntree Foundation and HEFCE that explore how socially disadvantaged young people conceptualise, engage with and perform at university. He is particularly interested in how students' cultural and social capital affect their HE experience, from application to employment. Steven works with Education and Employers on projects relating to work experience and access to university.

Andrea Laczik

University of Oxford

'In the driving seat', or reluctant passengers? Employer engagement in qualifications development: some evidence from two recent 14-19 qualification reforms

Dr Andrea Laczik is a Research Fellow and a SKOPE Associate at the University of Oxford, Department of Education. Her research interests include: 14-19 education reforms in the UK, vocational education and training, apprenticeships, skills development, transition from education to work/higher education, disaffected and disengaged young people and migrants' skills and competencies. She also has an interest in changes in the former Eastern bloc countries. Recently she co-edited RCIE Special Issue Governance in Vocational Education and Training (VET) in England and Germany and co-authored the article Labour market developments and their significance for VET in England: Current concerns and debates.

Adrian Lyons

Ofsted

Enterprise, employability and employer engagement: The findings of Ofsted's thematic survey

Adrian Lyons is one of Her Majesty's Inspectors and Ofsted's national lead for economics, business and enterprise. He leads the inspections of primary schools, secondary schools and initial teacher education. His previous employment has included school teaching and leadership and work as a senior lecturer in a university department of education. He is an author of text books in business and economics. He has advised the Department for Business, Innovation and Skills, Lord Young, and the Money Advice Service. He has spent much of the last year leading Ofsted's thematic survey on 'enterprise, employability and employer engagement'.

Anthony Mann

Education and Employers

Socialised social capital? The capacity of schools to use employer engagement to compensate for social capital deficiencies among teenagers

Anthony trained initially as an historian, lecturing in American history before joining the civil service in 2001. In Whitehall, he was responsible for multi-million pound policy development and delivery in higher education (DIUS/DfES), regional skills (Government Office for the North West), post-New Deal employment options (Jobcentre Plus), national e-learning strategies (on loan to the Higher Education Authority in Dublin) and, at DCSF, engaging employers in 14-19 curriculum delivery. Joining the Taskforce at its creation, he has led its research function, chairing the Taskforce's international research conferences and publishing extensively on themes surrounding employer engagement in education. Publications include (with Julian Stanley and Louise Archer), the first collection of research essays on the subject: [Understanding Employer Engagement in Education](#) (Routledge, 2014) and (with Chris Percy), the first peer-reviewed analysis of adult wage premiums linked to UK school-mediated employer contacts: [Employer engagement in British secondary education: wage earning outcomes experienced by young adults \(March 2013\)](#). He is a member of the Editorial Board of the *Journal of Education and Work*. Anthony regularly advises government and its agencies on effective approaches to employer engagement in education. He speaks regularly on the subject, addressing audiences in Australia, Canada, Denmark, Greece (CEDEFOP), Italy, Sweden and the United States as well as across the UK. He was a founder of East Sussex Credit Union and attended Longcroft Comprehensive School in Beverley, East Yorkshire and the universities of Warwick, Manchester and Keele.

Tami McCrone

National Foundation for Educational Research (NFER)

Young people's transitions: How employers make a difference

Tami McCrone is a Senior Research Manager in the Centre for Evaluation and Consultancy at the National Foundation for Educational Research (NFER). Tami's research interests focus on the 14–19 phase of education, careers guidance, employer engagement, vocational education, young people not in education, employment or training (NEETs), work experience, employability skills and further education. Recent work includes:

- a longitudinal project on [NEET](#) prevention (McCrone and Bamford, 2016).
- a DfE project on [the work experience strand of Study Programmes](#) (McCrone et al., 2015)
- a collaborative project on employer engagement ([Connect Card 2015](#)).

Sandra McNally

London School of Economics, Centre for Vocational Education Research (CVER)

Post-compulsory education in England: Choices and implications

Sandra McNally is Professor of Economics at University of Surrey. She is also the director of the Education and Skills Programme at the Centre for Economic Performance, London School of Economics and director of the Centre for Vocational Education Research at the London School of Economics. She works on a range of projects in the economics of education including evaluation of school policies, vocational education, and information experiments. She is a IZA Research Fellow and a Research Network Fellow of CESifo. She is a co-editor of the Economics of Education Review.

Julie Moote

King's College London

Who is getting advice? Year 11 students' views on careers education and work experience in English secondary schools

Julie joined the Department of Education and Professional Studies in June 2014 as a Research Associate on the second phase of the ASPIRES project. As a science teacher by background and having completed her PhD at the University of Edinburgh investigating the impact of inquiry-based learning programmes on motivation and self-regulated processes among young science students, she was drawn to the project with its strong ties to adolescent development and science education reform. Over the course of the next five years, Julie will be collaborating with the wider project team to build on the literature resulting from the first phase of the ASPIRES project in order to further understand how educational and occupational aspirations are formed among young students, and how they change over time.

Simon O'Leary

Regent's University London

The experiences and attitudes of graduates towards employability-related support in undergraduate degree programmes and the potential role for externally-facing student projects

Dr Simon O'Leary is an experienced business and management academic, with extensive international experience in higher education, as a lecturer and researcher, and in industry, as a professional scientist and engineer. He teaches and researches in the Business and Management Faculty at Regent's University London, specialising in entrepreneurship education and employability. He is an active publisher and presenter in academic journals and at international conferences, as well as being Editor of the Regent's Working Papers in Business & Management series. Simon is also on the University Senate and is a Principal Fellow of the Higher Education Academy.

Christian Percy

Independent analyst

What makes a career talk sing: Under what school delivery circumstances or student attitudinal contexts are career talks associated with optimal, long-term wage outcomes?

& Socialised social capital? The capacity of schools to use employer engagement to compensate for social capital deficiencies among teenagers

Formerly a Chinese linguist with the British foreign services, Chris is now a freelance strategy adviser and author. Recent clients include the World Bank, Social Finance, the Open University and Cancer Research UK. His published academic work focuses on life transitions and social change and has featured in the OECD, the BBC and the TES. Chris's current research area is "Superswitchers" – the phenomenon of those who switch jobs and careers multiple times.

Phil Pyatt

Education and Employers

Inspiring the Future

Phil joined the Taskforce in May 2013 after previously being Director of Engagement at Localgiving.com where he helped launch and grow the organisation to support over 3,500 local charities and community groups into becoming a multi-million pound online fundraising enterprise. Since graduating from Southampton Solent University with a degree in Marketing and Design, Phil

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has worked in interactive television at Two Way TV as well as the BBC, before moving into the voluntary sector to work on youth projects. He soon joined the charity Crimestoppers, where he was running the youth team and helped develop innovative digital solutions for the public to give anonymous information about crime. Phil has also worked at NESTA on education projects looking at innovation skills needed to meet the challenges of the future.

Zeeshan Rahman

City & Guilds of London Institute

Making apprenticeships work: Employer engagement in developing the Quality Apprenticeships Model

Zeeshan has over twelve years of research experience. He started his career as a Survey Methodologist at the Office for National Statistics in 2003, where he focussed on the design, delivery and evaluation of different data collection methods using qualitative and quantitative research techniques. In 2007, he moved to Lifelong Learning UK, where he mainly responsible for the collection, analysis and reporting of data on the profile, skills needs, and training requirements of staff working in the lifelong learning sector. Since joining City & Guilds in 2011, Zeeshan has undertaken key projects relating to the monitoring and improvement of assessment quality, and for the past year, has led a team responsible for delivering projects on education policy, products and services.

Angela Richardson

Heart of Worcestershire College

Technology and the ability to learn through failure: A virtual business enterprise team

Angela Richardson (MEd, PgCert Coaching and Mentoring, DipTESOL, QTLS, BA Business Management) has 20 years of experience in the further and higher education sector. Designing and facilitating many successful community-based learning projects, she has actively promoted social mobility and challenged gender stereotyping. A current HE Business lecturer and Quality Manager, Angela is also a QAA HE Reviewer, a Fellow of SET and helped shape the Professional Standards for Teachers and Trainers. She advocates the use of technology and collaborative practices to address inequalities in learner outcomes.

Rachel Roberts

Queen Mary, University of London

Hidden gems vs. usual suspects: How targeted employer engagement in higher education can produce social mobility outcomes for less advantaged graduates, reputational enhancement for institutions and business development outcomes for organisations

Rachel is passionate about empowering young people to make their own choices and construct positive outcomes for their lives. She has experience in a range of roles supporting disadvantaged young people in settings from social care and local authority, to teaching and directing a national education charity. At Queen Mary University of London Rachel is the Programme Manager for QConsult supported by J.P. Morgan, an employability programme which increases the social mobility of students from disadvantaged backgrounds.

Dominique Slade

Cambridge International Examinations

Building bridges between schools and industry: The Mauritian Experience

Dominique is Head of Technical and Vocational Pathways at Cambridge International Examinations. She works with Ministries and Assessment Bodies to design innovative curricula that encourage the development of employability skills sought by employers. Before this, Dominique was responsible for vocational and general curricula and qualifications development in the UK, initiating new ways of engaging employers in the development process by setting up sector consultative forums to encourage on-going links between education and the world of work. Dominique's academic background is in art history and French linguistics.

Jessie Soohyun Park

Samsung Electrics UK

21st century thinking: How we can use technology to inspire a generation of creative and collaborative thinkers

Jessie is CSR & Partnerships Manager at Samsung Electronic UK, looking after educational initiatives and partnerships that inspire learning through technology. These include the Digital Classroom and Digital Academy programmes that support access to and training in technology for children and young people as well as teachers. Jessie also works closely with charitable and cultural organisations such as the British Museum, Royal Albert Hall, V&A and the Science Museum who are committed to using their expertise and technology to together help bridge the digital skills gap in the UK. Jessie has an academic background in International Relations with a focus on human rights and recently completed her postgraduate course in Sustainable Business from the Cambridge Institute for Sustainability Leadership.

Ken Spours

UCL Institute of Education

Apprenticeships: the important role of 'mediators' at the local/regional level

Ken Spours is a Director of the Centre for Post-14 Research and Innovation. He specializes in post-14 curriculum and qualifications, organization and governance and also undertakes research on education and training developments across the four countries of the UK. Ken was a member of the Tomlinson Working Group on 14-19 Reform and a director of the Nuffield Review of 14-19 Education and Training in England and Wales that have helped to shape the English upper secondary system. He also has a longstanding interest in upper secondary and vocational education and how this links to new developments in the economy. Ken is a visiting professor at Mzumbe University, Tanzania and works with various national agencies to develop its education system.

Laurence Stellings

Populus

Understanding the role of Business Expertise, and Exploring Good Governance, at Multi Academy Trusts

Laurence is a director and pollster at research and strategy consultancy Populus. His work spans politics, corporate reputation, the charitable sector, and education. His work focuses on providing evidence to confirm or challenge commonly held perceptions, better understand how diverse audiences approach issues, and help clients develop appropriate responses. Laurence has previously

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conducted research on behalf of a number of leading MATs and educational charities and think tanks. He tweets @laurencethinks.

Elnaz T. Kashefpakdel

University of Bath

Socialised social capital? The capacity of schools to use employer engagement to compensate for social capital deficiencies among teenagers and What makes a career talk sing: Under what school delivery circumstances or student attitudinal contexts are career talks associated with optimal, long-term wage outcomes?

Elnaz is a PhD graduate from University of Bath working in the area of higher education policy evaluation. She joined the Education and Employers Taskforce in 2011 as a Research Assistant and was appointed as Research Analyst from December 2013. She works for the Research and Policy team and is mainly responsible for quantitative research and runs data analysis for different projects using statistical methods. She has been involved in several publications and presented her work at the Third Taskforce Research Conference in 2014 and other seminars. Elnaz has an MSc in Management and Finance from Queen Mary University of London and BSc in Engineering from the Islamic Azad University in Tehran. She received in-depth experience in statistical analysis in social sciences within both academic and corporate environments.

Helen Wallbey

Federation of Small Business

Women in enterprise: The untapped potential

Kirsty Watt

Academy Ambassadors

Understanding the role of business expertise, and exploring good governance, at Multi Academy Trusts

Liz Watts

EdComs

21st century thinking: How we can use technology to inspire a generation of creative and collaborative thinkers

Liz leads the Research team at EdComs, offering expert research solutions and strategic advice for the education market. Working with a diverse range of clients, Liz's team use research and their experience to provide data and recommendations that help clients make the most of their work within the education sector. Liz has spent over 25 years working in research, strategy and communications and over 15 years working in education at EdComs, the UK's largest communications and marketing agency specialising in education. Liz's career started as a market researcher conducting both qualitative and quantitative research projects, before moving into the worlds of advertising, brand consultancy and finally education. Liz gained the Diploma of the Market Research Society in 1982 and is a full member of the MRS.

Mark Williams

Engineering Development Trust (EDT)

Measuring Impact of Employer-Engagement Programmes in STEM

Mark Williams is Engineering Development Trust (EDT) Education Director and Industrial Cadets Quality Assurance Manager. Formerly Regional and National Director of the Engineering Education Scheme, Mark has twenty-five years teaching experience in secondary and further education. Posts held include Senior Teacher in charge of Assessment, Curriculum, Business and Industry Links, Senior Teacher in charge of Student Progress, Head of Mathematics, Engineering Co-ordinator and Careers Adviser and Employer Engagement Manager. He is the 2010 winner of the Stephenson Award for contributions to the promotion of engineering as a career.

Stella Williams

Newman University

A systematic review of current understandings of employability

Stella is an early career researcher and Lecturer of Psychology at Newman University, Birmingham. Currently completing her PhD with the University of Leicester, her research focuses around the contribution of higher education to employability. More generally, she is interested in the student experience. Stella has previously worked as editorial assistant for the Psychology Teaching Review. She is involved in Newman's work placement programme, and the development of lifelong learning skills within the Psychology and Counselling department.

Joan Wilson

National Centre for Universities and Business

Work experience as a gateway to talent in the UK: Assessing business views

Joan has been a Research Analyst in Talent and Skills at the NCUB for the past year. Previously she was a researcher in the Education and Skills team at the Centre for Economic Performance, LSE, for nearly 8 years and a post-doctoral researcher at the LSE's Public Policy Group for 2 years. She has also carried out consultancy research for the third sector. She completed her PhD in the Economics of Education at the UCL Institute of Education in 2010 and she holds a BSc and MSc in Economics. Her research interests span education, skills, social mobility, ageing and health.

Wai Yi Feng

University of Cambridge

Measuring Impact of Employer-Engagement Programmes in STEM

Dr Wai Yi Feng is a Royal Society Research Fellow in STEM (science, technology, engineering, mathematics) education at the University of Cambridge, researching the impact of STEM enrichment (education programmes that enrich students' experience of STEM). For over ten years, Yi has worked with organisations commissioning and delivering extra-curricular and co-curricular programmes across STEM within and beyond school for students aged 11–18, researching and evaluating industry-, charity- and government-sponsored projects in the UK. She is a Fellow of Clare Hall, Cambridge, and has also served as a Policy Fellow in the UK Department for Business, Innovation and Skills.

Friday 22nd July

Steven Bainbridge

European Centre for the Development of Vocational Training (CEDEFOP)

Excellence and inclusivity: A skills agenda for Europe

Steve Bainbridge (European Centre of the Development of Vocational Training – Cedefop) An expert in European vocational education and training policy (VET) policy analysis he is a former editor of the European journal for vocational training (1996-2001) and has written three Cedefop reports on European VET policy *An age of learning* (1999) and *Learning for employment* (2004) and *A bridge to the future* (2010). Most recently he drafted the final version of Cedefop's *Future skill supply and demand in Europe* (2012) and helped develop a set of statistical indicators to monitor the performance of national VET systems published in *On the Way to 2020: data for vocational education and training policies* (2013). He currently writes Cedefop's Briefing Notes series (see <http://www.cedefop.europa.eu/EN/publications.aspx>)

Lutz-Peter Berg

Embassy of Switzerland

Book launch: A Race to the Top – Achieving 3 million more apprenticeships by 2020

Lutz-Peter Berg is the Head of Science & Innovation for the UK, Ireland and the Nordic countries at the Swiss Embassy in London. His remit includes facilitating information and contacts in the area of skills. On behalf of the Swiss national innovation agency, he also established and runs an accelerator programme for Swiss startups who want to explore the UK market. Lutz has a background in biomedical research and R&D, both in academia and in a Biotech start-up company. He holds a PhD in Molecular Genetics from the University of London and a Masters degree in Biology from the University in Goettingen, Germany.

Mick Blaylock

Core Maths Support Programme – Department for Education

Education and Employer Engagement: Maths for Work, Study & Life

Mick Blaylock is the Programme Director of Core Maths Support programme on behalf of DfE and the Education Development Trust.

Bohrene Chakroun

UNESCO

Financing skills for work in education 2030: Contribution of private sector

Borhene Chakroun is an engineer and has a PhD in Education Sciences from Bourgogne University in France. His academic work focuses on the recognition and validation of prior learning and qualifications. Borhene worked, during the 1990s, as trainer, chief trainer, TVET project manager. He has also worked as short-term consultant for the EU, World Bank and other international organisations before coming to the European Training Foundation (ETF) in 2001. At the ETF, Borhene worked as Senior Human Capital Development specialist. He has also coordinated the ETF's community of practice on National Qualifications Frameworks and Recognition of Qualifications. He is now Head of the section in charge of TVET at UNESCO and is leading the implementation of the UNESCO TVET strategy adopted in 2016. He coordinated the organisation of the Third International Congress on TVET in Shanghai in 2012. Borhene conducted a range of policy reviews and TVET

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systems diagnosis in different contexts. He has authored and co-authored various articles and books in the field of TVET and skills development. Much of his most recent work focuses on global trends in reforming TVET systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda.

Ludger Deitmer

University of Bremen, Institute Technology and Education, ITB

Investigating the impact quality of a new apprenticeship approach (NDTS) in Malaysia

Dr. Ludger Deitmer works as Senior Research fellow and Lecturer at the ITB, University of Bremen and directs the department of *INNOVATION, HRD AND REGIONAL DEVELOPMENT*. He acts as a Convenor for the largest European research network: on VET research within the European Educational Research Association and takes part in the international network for innovative apprenticeship (INAP).

His qualifications are: higher diploma in electrical engineering; master degree in TVET; Ph.D. thesis on management of regional innovation networks in technology development and training. He coordinated numerous pilot projects in the design and implementation of work based curricula for TVET teachers. He published a rich variety of articles preferably on the relationship between organisational & technical change, vocational education and learning outcomes.

Jay Derrick

UCL Institute of Education, Centre for Post 14 Education and Work

Fit for purpose: Collaborative partnerships between industry practitioners and teachers for the co-design and delivery of vocational education and training programmes

Jay Derrick is Director of post-compulsory Teacher Education at the University College London Institute of Education (UCL IOE), and co-Director of the UCL Centre for Post 14 Education and Work. He has worked in adult, further and vocational education, in both teaching and management roles, specialising in adult literacy, numeracy, and workplace learning programmes. He has worked on research and development projects for OECD, DfE, the Scottish Government and NIACE among others. Selected publications include: 'The messiness of real teaching and learning'; in *Remaking Adult Learning: essays in honour of Alan Tuckett*, ed. Derrick J, Howard U, Field J, Lavender P, Meyer S, von Rein E, Schuller T. London: Institute of Education (2011); 'Practitioner learning', not 'professional learning': towards a non-technocratic model of autonomous development for post-compulsory sector teachers. *Research in Post Compulsory Education* 18 (3) pp269-279 (2013).

Kirstie Donnelly

City & Guilds of London Institute

Book launch: A Race to the Top – Achieving 3 million more apprenticeships by 2020

Kirstie Donnelly, MBE joined City & Guilds December 2011 and is the UK Managing Director at City & Guilds. In her role Kirstie is accountable for the City & Guilds qualifications and assessment business across the Globe. Kirstie has worked at the forefront of the Skills, Learning & Technology sector for over 25 years; creating UK and global education training programmes for brands such as learndirect and Video Arts, as well as now City and Guilds. She has also worked on a number of National working parties including the David Blunkett Green Paper: Learning Age; and the Race Online 2012 national initiative, as well as being a member of the government ICT review with the European Commission. Kirstie was appointed last year as a Commissioner on the future of apprenticeships (report to be

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launched in 2015). A commission co-chaired by Lord Glasman and Robert Halfon MP. She successfully established a National Employer Industry Skills Board focused on Apprenticeships reforms and implementation with employer membership across a diverse range of industries. In June 2011 Kirstie was awarded an MBE in the Queens Honours for her services and innovation in the Skills FE/Adult sector.

Jennifer Durrant

Gunton Primary Academy

Employer Engagement in Primary Schooling

Jennifer is currently a Year 1 and 2 teacher at Gunton Primary Academy where she has worked for the past 4 years. Prior to this she has worked in a variety of other schools including working as a Teaching Assistant in a special needs school in Surrey. She trained at Kingston University as a Primary Teacher with Science subject specialism.

Lesley Giles

UK Commission for Employment and Skills

Youth unemployment: Challenges and solutions

Lesley Giles is a senior executive with extensive experience in shaping policy and practice, involving complex stakeholder relationships, acquired operating at the heart of Government and through public sector agencies. Currently she is Deputy Director at the UK Commission for Employment and Skills where her work has provided strategic guidance on skills and employment issues, with a particular focus on supporting business-led action. Prior to this she was Acting Director for Strategy and Research at the Sector Skills Development Agency. In addition, Lesley has worked in a variety of other roles: including for the Department for Education and Employment, the Employment Service and the Cabinet Office; the Institute for Employment Studies, the University of Portsmouth's Business School, and the University of Central England.

Nele Graf

University for Applied Management, Germany and Federal Institute for Vocational Education and Training, Germany

Analysis of employers learning competences for further education success

Prof. Dr. Nele Graf is professor for HR and organization at the University of Applied Management in Berlin and Head of the Competence Centre of Innovation and Quality in Leadership and Learning with research focused on the future of the human resource development, team leading and learning competences. Furthermore she is directive manager at Mentus GmbH, a consulting company for complex and competence oriented HR and leadership development. She has more than 15 years of experience in consulting. She is author and speaker for HR innovations and future developments in leadership and learning competences.

Paul Grainger

UCL Institute of Education

Fit for purpose: Collaborative partnerships between industry practitioners and teachers for the co-design and delivery of vocational education and training programmes

Paul is Co-Director of the Centre for Post-14 Education and Work. He researches the responses of institutions and professionals to policy change, and leads on studies of strategic planning,

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management and governance development, principally in the Further Education sector. He has also led research on issues that derive from the Commission for Adult Vocational Teaching and Learning.

Denise Gramß

University for Applied Management, Germany and Federal Institute for Vocational Education and Training, Germany

Analysis of employers learning competences for further education success

Denise Gramß studied psychology, engineering psychology and cognitive ergonomics. Currently, she is research assistant at the University of Applied Management in Berlin. She has several years of research experience in examination of learning processes (especially mental models) and learning competences in the human machine interaction, software engineering, process monitoring and usability. Currently her research interest is focused on learning competences of employees and their influence on learning in vocational education and training. Since 2015 she is research fellow in the project "Learning competences of employees – analysing and encouraging (LEKAF)" at the Competence Centre of Innovation and Quality in Leadership and Learning.

Paula Grayson

Bell Consultancy and Ravensbourne

Mainstreaming entrepreneurial habits in students

Paula Grayson MA (Oxon.) Chartered Companion CIPD FRSA. Former CIPD Vice President. Runs Bell Consultancy, working with organisations, Government Departments on good practice in resourcing, talent development, equality/diversity/inclusion. Runs two CIPD modules at two universities (PgDip/Masters in HRM). Gee Publishing produced her Recruitment and Retention Handbook (2001). Appointed Trustee/Company Director of Bedfordshire Rural Communities Charity in 2005, now chairing it. Trained by Unilever, was Personnel Executive for the new University of Luton. Voluntary posts: Chairman CIPD Bedfordshire Group, Vice Chairman Local Action Group for LEADER funding (rural communities), member Bedford Business Group of the Chamber, Patron Central Bedfordshire College.

Anne Hampshire

The Smith Family, Australia

Improving the education and employment outcomes of highly disadvantaged young Australians

Anne is Head of Research and Advocacy at The Smith Family, an Australian non-government organisation. She has a background in education, research, social policy, service innovation and advocacy. Anne has worked across the community and government sectors, including at national, state, regional and local levels. She's researched and written in a range of areas, including young people, children and families, unemployment, social capital and rural and regional communities.

David Harbourne

Edge Foundation

Book launch: A Race to the Top – Achieving 3 million more apprenticeships by 2020

David Harbourne is Director of Policy and Research at the Edge Foundation, an independent education charity which champions technical, practical and vocational learning. He was involved in the design, delivery and inspection of National Occupational Standards, NVQs and Modern Apprenticeships in the 1990s, before returning to his home county of North Yorkshire to run the

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Training and Enterprise Council and later, the local Learning and Skills Council. He first worked for Edge in 2005 as a freelance consultant, and has led the Foundation's research programme since 2007.

Claudia Harris

The Careers and Enterprise Company

Michael Heister

University for Applied Management, Germany and Federal Institute for Vocational Education and Training, Germany

Analysis of employers learning competences for further education success

Prof. Dr. Michael Heister studied economic sciences and business administration and received his doctor's degree in the field of economics and social policy at the University of Cologne. From 1992 to 2009 he did join the Federal Ministry of Labor and Social Policy and in 2003 he became Head of Department „EQUAL, XENOS and transnational political action“. Since December 2009 he is Head of Department „Vocational Teaching and Learning, Programs and Development Programs“ in the Federal Institute for Vocational Education and Training (BIBB), Bonn. Since 2010 Michael Heister is Honorary Professor at the University Bonn-Rhein-Sieg teaching HR management.

Sir John Holman

The Gatsby Foundation, University of York

Good career guidance

John Holman is President of the Royal Society of Chemistry. He is senior adviser in Education at the Gatsby Foundation and author of the *Good Career Guidance* report. He was the founding Director of the National Science Learning Centre and adviser in STEM education to the English government. John was Headteacher of Watford Grammar School for Boys from 1994 to 2000, when he became Salters Professor of Science Education at the University of York. John has taught, created curricula and written books for science learners of most ages in the UK and overseas. He was knighted in 2010 for services to education.

Tristram Hooley

The Careers and Enterprise Company / University of Derby

Effective employer mentoring: Lessons from the evidence

Tristram Hooley is Professor of Career Education at the University of Derby and a senior research adviser to The Careers & Enterprise Company. Tristram's research interests include school-based career guidance, careers policy and the role of new technologies in careers and enterprise provision. He has recently published a literature review on employer mentoring which he will be presenting at this conference. He also writes the Adventures in Career Development blog at <https://adventuresincareerdevelopment.wordpress.com/>

Muir Houston

University of Glasgow

Partnership and collaboration in work-based and -related learning in Higher Education

Dr Muir Houston is a Senior Lecturer in the School of Education at the University of Glasgow and Chair of the College of Social Sciences Ethics Committee. A sociologist by training he has also held

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positions at the then University of Paisley (now University of the West of Scotland) and also at the University of Stirling. He has extensive experience of, and has published widely in, the fields of adult education, lifelong learning, widening access and participation and youth transitions to employment or education. He has worked on projects funded by the ESRC, the JRF and the European Commission.

Harri Kamalanathan

Haus Pictures

Mainstreaming Entrepreneurial Habits in Students

Harri Kamalanathan BA Hons Broadcast Operations and Production Danish/Sri-Lankan producer, co-founded Haus Pictures while studying for his Ravensbourne degree. Using a base in their Incubator Hub, secures long-term clients, builds the business and is Head of Production. Brings knowledge and experience to produce live and pre-recorded content. His passion is producing films, music videos and commercials, enjoying taking low budgets to triple production value by bringing together the right crew, organising efficient logistics and effective technical management. Haus Pictures have been retained by major clients, gained a BFI.

Roberta Kay

Gunton Primary Academy

Employer Engagement in Primary Schooling

Roberta is a reception teacher at Gunton Primary Academy. Prior to this she worked as a special needs teacher. During her long teaching career she has taught in 8 different schools working with all ages of children. She has had career breaks to run a hotel and travel.

Kerry Lee

University of Auckland, New Zealand

All partnerships aren't equal: Investigating the benefits of industry-school collaborations, from a business perspective

Kerry's research is based on innovation in education. Her doctoral thesis won the 2014 ISSFAL Congress New Investigator Award, and in 2015 Kerry won the New Zealand Technology Educator of the year award. Kerry has very eclectic research interests often linking community and business groups with education. Her current research projects include working with; the Auckland University business school to increase enterprise and entrepreneurship; the Auckland University engineering school to increase creativity; and working with a private organisation to encourage children to grow, cook and eat healthy food.

Bill Lucas

University of Winchester

Book launch: A Race to the Top – Achieving 3 million more apprenticeships by 2020

Bill Lucas is Professor of Learning and Director of the Centre for Real-World Learning at the University of Winchester. He is a prolific researcher and writer in the areas of vocational pedagogy, practical learning, habit change and capability education. With Guy Claxton he is the creator of the Expansive Education Network, one of the world's biggest network of teacher researchers. His latest research is 'A Practical Guide to Craftsmanship' (with Ellen Spencer) and 'Learning to be Employable: practical lessons from character education' (with Janet Hanson). His most recent popular book is 'Educating Ruby: what our children really need to learn' (with Guy Claxton).

Andrew Mackenzie
Reed in Partnership
Young Careers

Andrew Mackenzie is Reed in Partnership's Policy and Research Manager. He leads on the organisation's research projects into issues such as youth unemployment and links between health and work. Reed in Partnership is a national provider of public services, drawing on nearly 50 years of the Reed family of businesses' recruitment experience. Every year Reed in Partnership works with thousands of young people on youth programmes such as National Citizen Service and Changing Futures London.

Anthony Mann
Education and Employers

Teenage indicators of a young person's future economic success
& Young people in the labour market: Understanding how teenage employer engagement makes a difference to adult outcomes

Anthony trained initially as an historian, lecturing in American history before joining the civil service in 2001. In Whitehall, he was responsible for multi-million pound policy development and delivery in higher education (DIUS/DfES), regional skills (Government Office for the North West), post-New Deal employment options (Jobcentre Plus), national e-learning strategies (on loan to the Higher Education Authority in Dublin) and, at DCSF, engaging employers in 14-19 curriculum delivery. Joining the Taskforce at its creation, he has led its research function, chairing the Taskforce's international research conferences and publishing extensively on themes surrounding employer engagement in education. Publications include (with Julian Stanley and Louise Archer), the first collection of research essays on the subject: [Understanding Employer Engagement in Education](#) (Routledge, 2014) and (with Chris Percy), the first peer-reviewed analysis of adult wage premiums linked to UK school-mediated employer contacts: [Employer engagement in British secondary education: wage earning outcomes experienced by young adults \(March 2013\)](#). He is a member of the Editorial Board of the *Journal of Education and Work*. Anthony regularly advises government and its agencies on effective approaches to employer engagement in education. He speaks regularly on the subject, addressing audiences in Australia, Canada, Denmark, Greece (CEDEFOP), Italy, Sweden and the United States as well as across the UK. He was a founder of East Sussex Credit Union and attended Longcroft Comprehensive School in Beverley, East Yorkshire and the universities of Warwick, Manchester and Keele.

Rachael McKeown
Education and Employers

Teenage indicators of a young person's future economic success
& Young people in the labour market: Understanding how teenage employer engagement makes a difference to adult outcomes

Rachael recently graduated from University College London with a BA (Honours) degree in Geography. During her studies, she developed a keen interest in patterns of inequality and social mobility. Prior to joining the Taskforce, Rachael worked within the Centre for Public Engagement at St. George's University, London.

Shaun Meekins Head

Barclays

Book launch: A Race to the Top – Achieving 3 million more apprenticeships by 2020

Jan Noterdaeme

CSR Europe

The European Pact for Youth

Jan Noterdaeme is Senior Advisor for Strategy, EU and Stakeholder Relations, on behalf of the European Chamber for CSR Europe. Before joining and helping to set up CSR Europe in 1996, Jan worked for the European Commission Directorate General on Employment, Industrial Relations and Social Affairs. As from 1997 he played a leading role in the establishment of what became in 2002 the European Academy of Business in Society (EABIS). Since 2002 he represents CSR Europe in the Coordination Committee of the European Multistakeholder Forum on CSR. In 2005 and 2006, together with a core group of CSR Europe members, Jan was actively involved in the making of the European Business Roadmap on CSR, immediately followed by the European Alliance for CSR which has been central in the European Policy on CSR (March 2006). Furthermore, Jan has supported the development of CSR Europe's "Enterprise 2020" Manifesto (2015). Its first strategy involves making employability and inclusion a priority across boards, management and value chains. As such, today Jan is being actively involved in CSR Europe's flagship initiative "the European Pact for Youth": a mutual engagement by business and European leaders. Since March 2007, he is also Maître de Conférence at the Catholic University of Louvain where he helped in establishing the Louvain CSR Pole of Excellence. He is also Managing Director of The European Chamber. Married and father of three children, Jan holds a master's degree in Law.

Ramli Rashidi

University College Technology Sarawak, Malaysia

Investigating the impact quality of a new apprenticeship approach (NDTS) in Malaysia

Ramli Rashidi holds PhD in Technical & Vocational Education from University of Bremen, Germany and Universiti Teknologi Tun Hussien Onn Malaysia, Master of Science in HRD and B.Eng (Hons) in Electrical and Electronic from University of Brighton, England. Ramli Rashidi has 36 years' work experience in the TVET development and research in Malaysia. He was the Director of ADTEC in Bintulu under the Ministry of Human Resources till retired in 2015. He is very passionate on matters about TVET. Currently, he is an Associate Professor in the school of Engineering and Director of Continuing Education and Professional Development at University College of Technology Sarawak.

Kate Ridley-Moy

NCTL – Department for Education

How evidence is used in policy making: careers policy

Kate is an Assistant Director in the National College for Teaching and Leadership. Prior to that she spent nearly 2 years as the Head of DfE's Careers Unit leading a renewed Departmental focus on the importance of careers provision. Kate oversaw the creation of The Careers & Enterprise Company, two Select Committees on careers and work to develop a more holistic and evidence based approach to careers policy, securing £90m of funding for careers provision this Parliament. Before moving into policy roles, Kate was an analyst and social researcher, working for the Qualifications

and Curriculum Authority, the National Foundation for Educational Research and the Prime Minister's Strategy Unit.

Andreas Schleicher

OECD

An interview with Andreas

Andreas Schleicher is Director for Education and Skills, and Special Advisor on Education Policy to the Secretary-General at the Organisation for Economic Co-operation and Development (OECD) in Paris. As a key member of the OECD Senior Management team, Mr. Schleicher supports the Secretary-General's strategy to produce analysis and policy advice that advances economic growth and social progress. He promotes the work of the Directorate for Education and Skills on a global stage and fosters co-operation both within and outside the OECD. In addition to policy and country reviews, the work of the Directorate includes the Programme for International Student Assessment (PISA), the OECD Survey of Adult Skills (PIAAC), the OECD Teaching and Learning International Survey (TALIS), and the development and analysis of benchmarks on the performance of education systems (INES). Before joining the OECD, Mr. Schleicher was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.

Sean Richards

UCL Institute of Education

Different pathways, diverse destinations

Sean Richards is Doctor of Education at the Institute of Education, University College London where he teaches trainee teachers, masters and doctoral students and undertakes consultancy and research. Interests include; careers education, the progression of post-16 learners; holistic education; mental health education and 'therapeutic' education.

Graciana Rucci

Inter-American Development Bank

Graciana Rucci is a lead specialist of the Labor Markets and Social Security Unit at the Inter-American Development Bank (IDB). She joined the Bank in 2005 as a junior professional and previously worked in the Office of Evaluation and Oversight, Social Division for Andean Countries, and Social Protection and Health Division. Before joining the Bank, she worked at the World Bank and the Research Department of Universidad Nacional de La Plata-Argentina (UNLP). Her areas of specialization include Labor Economics, Education Economics, Applied Econometrics and Impact and results Evaluation, Development Economics, and Social protection. She has experience in the design, implementation and evaluation of social protection, labor and human capital interventions in Argentina, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Guyana, Mexico, Paraguay, Peru and Uruguay. Currently, she is working on skills accumulation and productive development at operational, analytical and research levels. She holds a Ph.D. in Economics from the University of California at Los Angeles and a M.A. in economics from Universidad Nacional La Plata.

Robert Schwartz

Harvard Graduate School of Education, US

The Challenge of Engaging Employers: A Report from the Field

Bob Schwartz joined the faculty of the Harvard Graduate School of Education in 1996, where he has served, successively, as Lecturer, Professor of Practice, Academic Dean, Francis Keppel Professor in Educational Policy and Administration, and Senior Research Fellow. Prior to joining the HGSE faculty, Schwartz served in a variety of roles in education: high school teacher and principal; education advisor to the Mayor of Boston and the Governor of Massachusetts; Assistant Director of the National Institute of Education; Executive Director of The Boston Compact; and Education Program Director at The Pew Charitable Trusts. From 1997-2002 Schwartz served as founding President of Achieve, Inc, a non-profit organization created by governors and corporate leaders to help improve performance in US schools.

Since 2010 Schwartz has participated in two OECD studies, *Learning for Jobs* and *Strong Performers and Successful Reformers* and contributed chapters to four Harvard Education Press volumes: *Teaching Talent* (2010), *Surpassing Shanghai* (2011), *The Futures of School Reform* (2012), and *Improving the Odds for America's Children* (2014). In 2011 he co-authored an influential report calling for more attention to career and technical education, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*. He is currently co-leading a national network of 10 states that was formed in 2012 to act upon the analysis and recommendations outlined in the *Pathways* report.

Damien Smith

Department for Work and Pensions

Employer engagement - a new strategy from DWP

Damien is an Economic Advisor at Department for Work and Pensions and leads analysis there on employer engagement and the future of work. Prior to this he was a Senior Policy Advisor in the Deputy Prime Minister's Office and a Senior Policy Advisor in the Cities Policy Unit in the Cabinet Office, working on devolution and on policies to boost economic growth in cities beyond London. He was also the lead economic advisor working on the Future Jobs Fund, Government's lead response to rising unemployment in the last recession.

Karina Veal

Asian Development Bank

Employer Engagement in Education and Training; Approaches across emerging Asia

Karina Veal provides strategic and technical advice across ADBs growing education sector operations to assist developing countries meet their priorities for skills development. She is passionately committed to bringing innovative solutions and ideas that matter to narrow the 'education divide' across Asia and the Pacific and focuses on emerging issues such as skills for urban renewal, regional integration, effective industry engagement, and public-private sharing of educational facilities. Before joining ADB in 2012, Karina operated an independent consultancy practice in education for development, working with UN and bilateral agencies. Prior to that she held a variety of public policy leadership and advisory roles. Her first degree was in sociology, with post-graduate in public policy and law.

David Way

Former CEO of the National Apprenticeship Service

Book launch: *A Race to the Top – Achieving 3 million more apprenticeships by 2020*

David Way is former CEO of the National Apprenticeship Service. He is currently a Visiting Professor at the University of Winchester. He advises the energy sector on skills and is an Apprenticeship Ambassador for learndirect. He has been a leading player in the world of skills for more than a decade, including helping design, establish and run the National Apprenticeship Service from 2009 to 2013. David's involvement and leadership helped achieve the biggest growth in uptake of apprenticeships in many decades. He led the introduction of a range of important innovations, including central online services to make it easier for young people to obtain apprenticeships and the introduction of higher apprenticeships at degree level. David has visited many countries to learn from international practice, including China, Australia, Germany and Switzerland. David was awarded a CBE for services to apprenticeships in 2011. His book *A Race to the Top* will be published in September 2016.

Michele Weatherburn

Department for Education

How evidence is used in policy making: careers policy